

## V. CONCLUSIONS AND SUGGESTIONS

### A. Conclusions

After the research at the second grade of MTsN 1 TanjungKarang and data analysis, some conclusions are drawn as follows:

- 1) The application of TPS technique increases the students' reading comprehension ability, particularly in narrative text. It is proven by the increase in the mean of students' scores from 57.63 in the pretest to 68.43 in the posttest. The hypothesis testing using paired-samples t-test also indicates that the alternative hypothesis is accepted, as  $t$  table value (for  $p = 0.05$ , one-tailed hypothesis, and  $df = 29$  is 1.699) is smaller than the calculated  $t$  value, 9.672, and  $p = 0.000$ ,  $p < 0.05$ .
- 2) Teaching reading comprehension through TPS technique by using narrative texts can improve the students' ability in understanding reading texts. In addition, it gives them the opportunity to be flexible in their learning activities, in which they can both work alone and share their understanding with each other. In turn, they can obtain information that they have not known before. Furthermore, it can motivate the students to build communication among themselves without disturbing their peers.
- 3) Considering the teaching-learning process in Class VIII A, it can be noted that learning reading comprehension through TPS technique can improve the

students' ability in determining main idea as they could learn from their friends the clue to find the main idea of a paragraph, *i.e. by seeing the first sentence.*

- 4) TPS technique can improve the students' ability in finding detailed information. This is because they were capable of analyzing the text in terms of giving definition, examples, facts, comparison, analogy, and cause and effect.
- 5) TPS technique can improve the students' ability in identifying reference and making inference, although in this research the increases were the smallest ones relative to those for the other reading components. However, the *pair* and *share* steps have made contribution to the students' understanding of how to find reference in and to make inference of certain facts, sentences, or words in the story.
- 6) TPS technique can improve the students' ability in identifying the meaning of vocabulary from context in the story, since not all of the meanings of words can be found in the dictionary. Through TPS, when the students have difficulties to find the meaning of a new word, they have the opportunity to discuss with their friends who have the background knowledge of the word during the *pair* or the *share* step. Moreover, they themselves were able to use the new vocabulary items appropriately in their exercises.

## **B. Suggestions**

Considering the findings of the research, some suggestions are put forward as follows:

- 1) The least increase of the students' ability concerning the reading comprehension components was in terms of finding reference and finding inference. Therefore, the teacher should pay more attention to these components. To improve the students' ability in finding reference, the teacher should give more practice to the students about finding reference, such as by giving two sentences in which one sentence contains a noun and the other has its pronoun. Moreover, the students should be explained more about noun-pronoun agreement.

In terms of finding inference, the teacher may also provide more practice in finding inference from a reading text by giving more questions on making inference. Moreover, the students should be explained about the importance of context in understanding a story or text.

- 2) Some students were still facing difficulties in determining main idea; therefore, the teacher needs to give more exercise on this component, for example by giving a series of unrelated paragraphs and asking the students to determine the main idea or to provide titles to the paragraphs. In addition, writing practice by starting from a topic sentence, a main idea, or a title may help to raise the students' awareness of main idea.
- 3) There were a number of students who also found it hard for them to answer items on finding detailed information. These students could be assisted by the teacher by teaching them specific reading technique, such as skimming, for finding specific information from the text.
- 4) To help the students who still have difficulties in comprehending the meaning of new vocabulary, the teacher may ask them to make sentences from the new

words in the text to strengthen their comprehension on the meanings of the words in various contexts. More than one sentence might be necessary for each new word.